RANDOM HOUSE

MICROCOMPUTER COURSEWARE

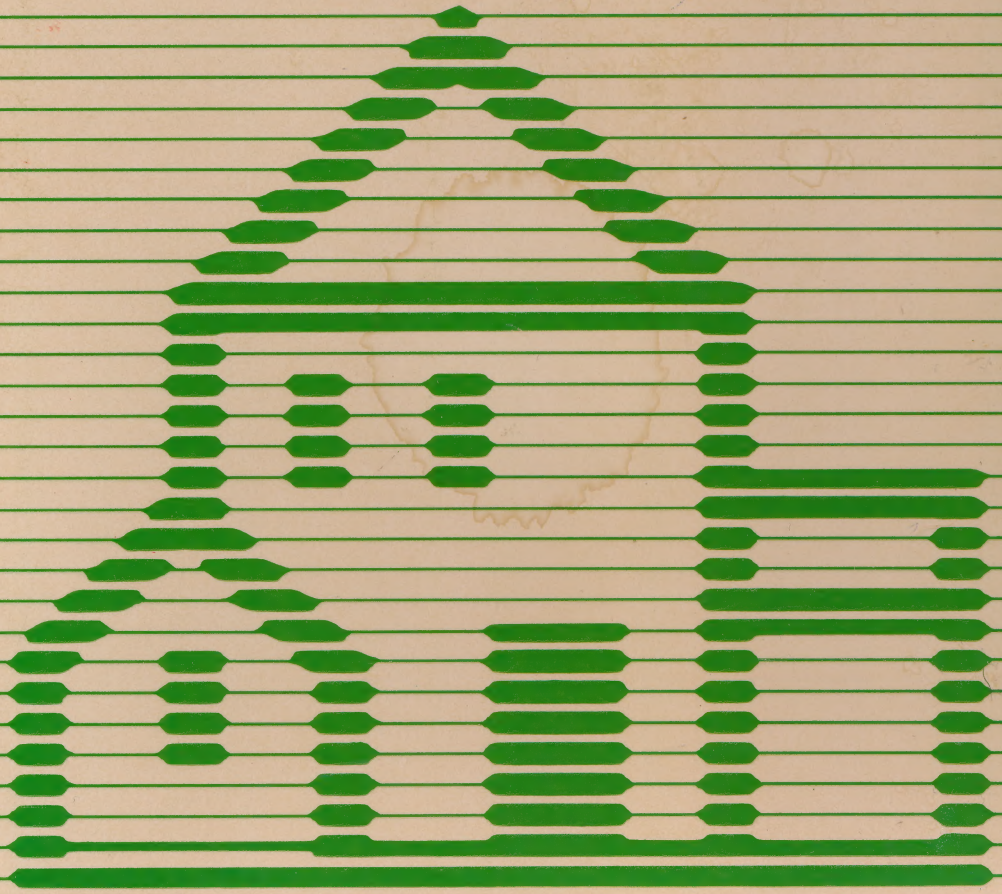
READING

Tutorial Comprehension CRITICAL READING

QED
9501
TO 9507

For the Apple® II series

0-676-23359-7



RANDOM HOUSE LOADING CHART

This loading procedure assumes all equipment is OFF.

	Apple® II Series	TRS 80® Model III, 4	IBM® PC
1 READY	• Check to be sure the system is connected correctly. • Turn on TV/monitor. • Insert the disk into the drive. • Close the drive door.	• Check to be sure the system is connected correctly. • Turn on the computer. • Wait for the Drive 0 (bottom) light to go out. • Insert the disk in the bottom drive. • Close drive door.	• Check to be sure system is connected correctly. • Be sure that the IBM® DOS has been loaded onto the disk as directed in the manual. • Turn on the monitor. • Insert the disk in the drive. • Close the drive door.
2 SET	• Turn on computer.	• Press the **RESET** button.	• Turn on the computer.
3 GO	• The program loads automatically. • Follow the directions on the screen.	• The program loads automatically. • Follow the directions on the screen.	• The program loads automatically. • Follow the directions on the screen.

GLOSSARY

backup
a copy of a disk stored and used if the original is destroyed.

boot
to start or restart a computer program.

CAI
(Computer Assisted Instruction) a term to describe software that teaches.

character
a letter, number, or symbol found on a computer keyboard.

compatibility
the ability of different parts of a computer system to work together.

cursor
a symbol, usually a small square, that shows where the next character to be typed will appear on the screen.

data
information put into or taken out of the computer's memory.

disk
(also diskette or floppy diskette) a magnetic device for storing information and programs used by the computer.

disk drive
a device that loads a program stored on a disk into the computer's memory.

DOS
(Disk Operating System) a program that controls the internal operations of a computer system.

format
to prepare a disk so that it can receive and store information.

frame
information or picture that appears on the screen at one time.

function key
any key on the computer's keyboard designated to perform a specific task, such as **RETURN, ENTER, RESET, CONTROL, SHIFT,** or **ARROW** keys.

hard copy
(printout) information printed on paper by the computer through a printer.

hardware
the physical machinery of a computer.

keyboard
the ''typewriter'' keys of a computer used to enter information.

load
to transfer a program from the disk into the computer's memory.

memory
the part of the computer system where information is used.

menu
a list of options that appears on the screen.

program
a set of instructions that tells the computer what to do.

prompt
a character or message on the screen that requires a response.

run
a command that means to process the instructions.

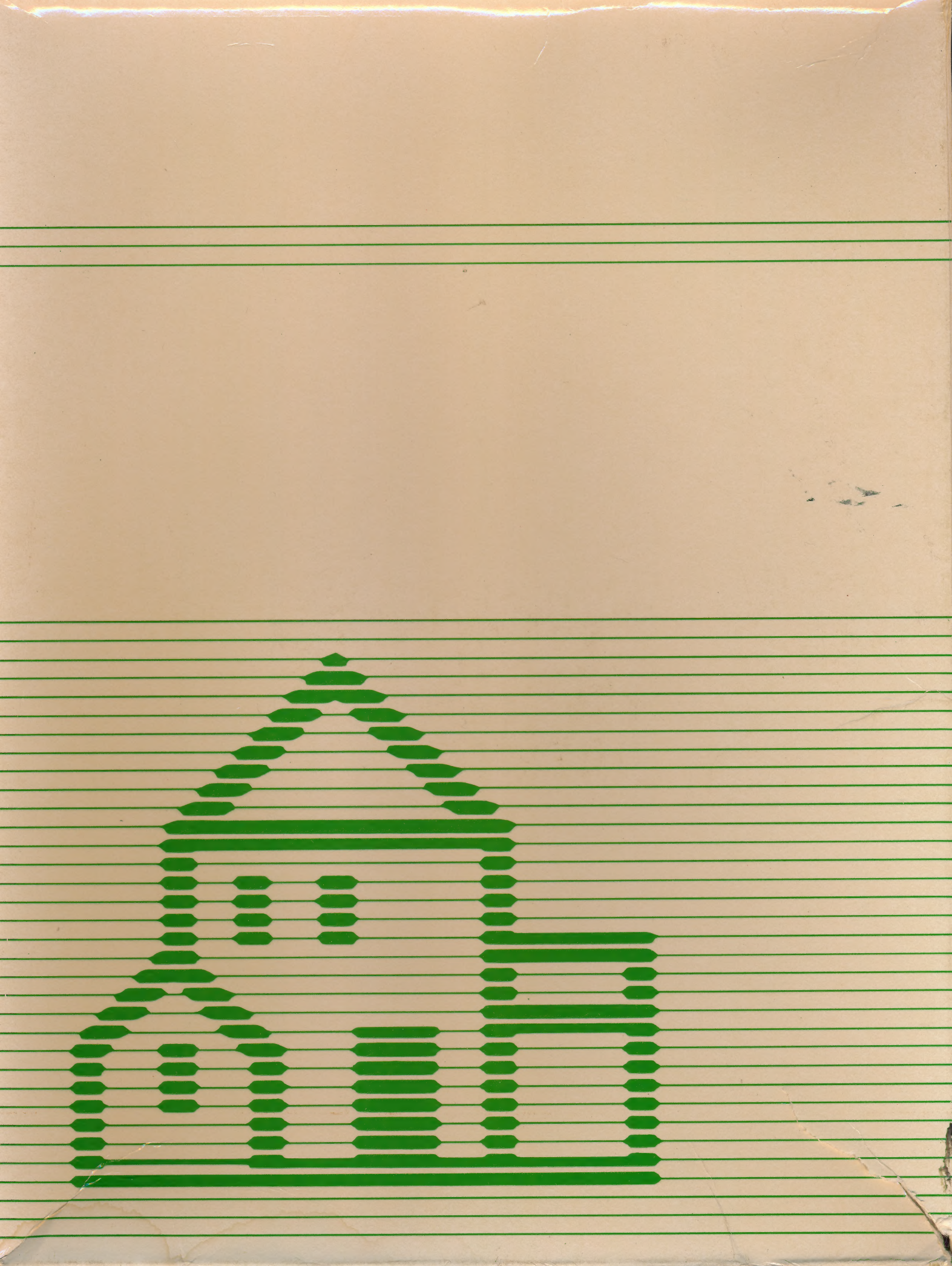
save
to store information from the computer's memory to a storage device (disk or tape) so it can be used again.

scrolling
the moving of content on a screen up or down by one or more lines.

software
programs for a computer, usually stored on disks or tapes.

text
number, letters, or keyboard symbols as opposed to graphics or pictures.

user
a person who is using a computer program.



RANDOM HOUSE

9501 - 9507

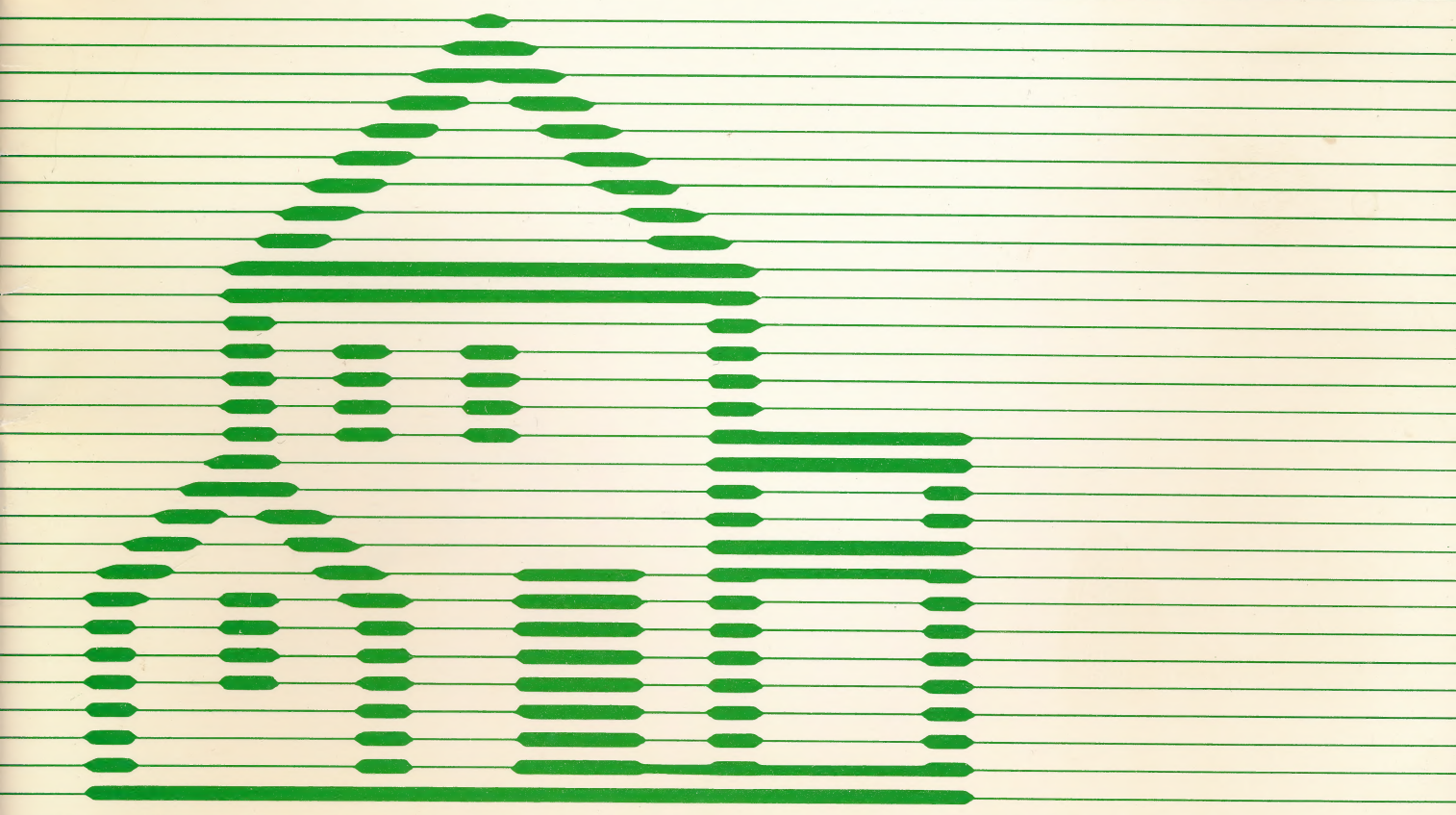
MICROCOMPUTER
COURSEWARE

READING

Tutorial Comprehension CRITICAL READING

-9501 -9507

For the Apple® II series microcomputers



RANDOM HOUSE

MICROCOMPUTER COURSEWARE

READING

Tutorial Comprehension

CRITICAL READING

For the Apple® II series microcomputers

Design Consultant: Dr. Bill Martin, Jr.

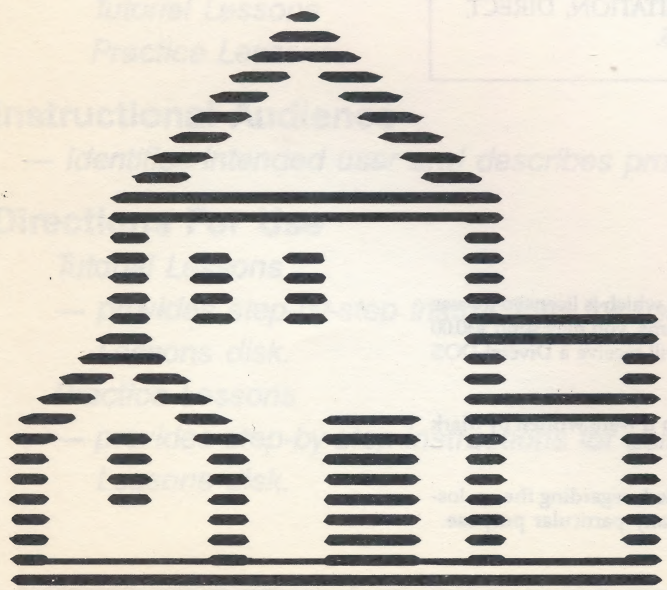
Program Design: Pamela Broach

Programmed by: Mark O'Connor
Sandra Ploeger

Project Coordinators: Mary Poirier
Pamela Broach

Contributing Writers: Mary Poirier
Pamela Broach
Diana Bolain Ingraham

Technical Director: Barbara Hyde



Copyright 1983, 1984 by Random House, Inc.
All rights reserved under International and Pan-American Copyright Conventions. Published in the United States by Random House, Inc., New York, and simultaneously in Canada by Random House of Canada Limited, Toronto.

International Standard Book Number: 0-676-23381-3
Manufactured in the United States of America.

Limited Warranty

Random House warrants to the original purchaser that the cassettes and/or diskettes containing software/courseware programs shall be free from defects in material and workmanship for 90 days from delivery and will replace such defective cassettes and/or diskettes upon their delivery to Random House by the original purchaser, f.o.b. publisher. All software/courseware is sold 'as is' without warranty. RANDOM HOUSE EXPRESSLY EXCLUDES ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. RANDOM HOUSE SHALL HAVE NO LIABILITY FOR ANY LOSS OR DAMAGE CAUSED OR ALLEGED TO BE CAUSED BY COURSEWARE (INCLUDING SOFTWARE) SOLD BY IT INCLUDING, WITHOUT LIMITATION, DIRECT, INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGES.

The word **Apple** is a registered trademark of Apple Computer, Inc.

This disk contains a high-speed operating system called Diversi-DOS, which is licensed for use with this program only. To legally use Diversi-DOS with other programs, you may send $30.00 directly to: DSR, Inc., 5848 Crampton Ct., Rockford, IL 61111. You will receive a Diversi-DOS utility disk with documentation.

Graphics created with Penguin Software's Complete Graphics System II were written by Mark Pelczarski and David Lubar.

Apple Computer, Inc. makes no warranties, either expressed or implied, regarding the enclosed computer software package, its merchantibility or its fitness for any particular purpose.

TABLE OF CONTENTS

Quick Guide 5

— provides general directions for using the program.

Components 6

*— describes each of the components included in the **Tutorial Comprehension: Critical Reading** program.*

Equipment 6

— provides list of equipment needed to use the program.

Introduction 7

*— provides overview of each topic area and disk included in the **Tutorial Comprehension** series and general description of each.*

Overview
Main Idea
Details
Sequence
Inference
Critical Reading
Tutorial Lessons
Practice Lessons

Instructional Audience 11

— identifies intended user and describes program's instructional levels.

Directions For Use 12

Tutorial Lessons

*— provides step-by-step instructions for using the **Critical Reading** Tutorial Lessons disk.*

Practice Lessons

*— provides step-by-step instructions for using the **Critical Reading** Practice Lessons disk.*

Management 24

— provides suggestions for classroom management.

Assessment

Placement

Evaluation

MPR

Instructional Activities 27

— identifies prerequisites and provides suggestions for using the program.

Related Random House Products 29

— provides a list of related Random House products

Appendix 30

Sample Tests

— provides sample pre/post test and scoring keys.

Class Grouping Sheet

— provides sample grouping form.

Student Record Sheet

— provides sample recordkeeping form.

QUICK GUIDE

1. Insert ***Critical Reading*** disk (*Tutorial* or *Practice*) into Drive 1. (If you are using ***MPR***, insert the *MPR Student Records Disk* into Drive 2.)

2. Turn on the computer's power. Wait for the program to finish loading.

3. Follow screen directions as they appear:

Program Title .....Press **RETURN**.
Name request .....Type name. Press **RETURN**.
MPR Password request .....If ***MPR*** is used, type password. Press **RETURN**.
Topic Menu .....Select topic. Press **RETURN**.
Lesson Menu .....(*Practice Lessons* only.) Select lesson. Press **RETURN**.
Purpose .....Press **RETURN**.
Lesson Options Menu .....Select option. Press **RETURN**.
— Instructions ....(*Tutorial Lessons* only.) Follow screen directions (program returns to Lesson Options Menu).
— Example .....Follow screen directions (program returns to Lesson Options Menu).
— To Begin.....Follow screen directions.
— Stop .....Follow screen directions (program returns to Name Screen).

4. Score Screen .....Record the score. Press **RETURN**.

5. Final Menu .....Select option to continue or stop. Press **RETURN**.

Special Features:

1. To end lesson early (Early Exit), press * while holding down the **SHIFT** key.

2. The ***Tutorial Comprehension*** series functions with the ***Multi-Program Recordkeeper*** for tracking and reporting student achievement. Components of the ***MPR*** program are available separately. Refer to the Random House Microcomputer School Division Catalog for specific order information.

3. Most *Tutorial Lessons* include the option to review the instructional component.

4. Use the **ARROW** keys to make menu selections.

5. If the keyboard (for Apple® IIe) does not respond to typing, depress the **CAPS LOCK** key and retype the information.

COMPONENTS

The ***Tutorial Comprehension: Critical Reading*** program is composed of three separate programs: *Level A, Level B,* and *Level C*. The package for each of the three levels includes:

- *Tutorial Lessons* disk provides direct instructions and follow-up lessons.
- *Practice Lessons* disk provides corresponding drill and practice lessons.
- *Teacher Manual* provides instructions for using the program.

This package is specific to the program level you purchased.

Level A provides instruction and practice on fact or opinion and relevant and irrelevant details.

Level B or *Level C* provides instruction and practice on fact or opinion, relevant and irrelevant details, author's purpose, advertising and/or propaganda techniques, and generalizations.

EQUIPMENT

To use the ***Tutorial Comprehension: Critical Reading*** program, you need the following equipment:

- Apple® II+/IIe microcomputer
- Monitor
- One disk drive (Two disk drives are required if you are using *MPR*)
- Optional *MPR Student Records Disk*
- Optional printer

INTRODUCTION

The ***Tutorial Comprehension*** series is a supplemental teaching program that focuses on developing the process of comprehension. The elementary classroom or special services teacher will find this series of programs appropriate for accelerated, developmental, or remedial instruction.

Five major comprehension areas comprise the topics presented in this series of programs: ***Main Idea, Details, Sequence, Inference,*** and ***Critical Reading***. The programs are designed to be used independently or in conjunction with each other, depending upon the needs of the students.

Overview

The ***Tutorial Comprehension*** series is divided into five separate skill areas: ***Main Idea, Details, Sequence, Inference,*** and ***Critical Reading***. Each of the five areas is divided into three instructional levels: *Level A, Level B,* and *Level C*. Each of the three instructional levels includes two types of lessons with one disk per type: a *Tutorial Lessons* disk and a *Practice Lessons* disk. Each *Tutorial Lessons* disk contains a minimum of two tutorial lessons, and each *Practice Lessons* disk contains a minimum of ten drill and practice lessons.

Main Idea

The ***Tutorial Comprehension: Main Idea*** program is designed to aid elementary level students in developing the concept of part-to-whole relationships. The program focuses on identifying the main idea of a list (title), the stated main idea of a paragraph (topic sentence), and the unstated main idea of a paragraph.

Level A provides:

- *Tutorial Lessons* of direct instruction on main idea of a list and stated main idea.
- *Practice Lessons* of five drill and practice lessons on main idea of a list and five lessons on stated main idea.

Level B or *Level C* provides:

- *Tutorial Lessons* of direct instruction on main idea of a list, stated main idea, and unstated main idea.
- *Practice Lessons* of three drill and practice lessons on main idea of a list, four lessons on stated main idea, and three lessons on unstated main idea.

Details

The ***Tutorial Comprehension: Details*** program is designed to aid elementary level students in developing the concept of part-to-whole relationships. The program focuses on identifying details within a simple, compound, and/or complex sentence (who, what, when, where, why, and/or how questions); on identifying details within a paragraph that support a main idea (title or topic sentence); and on identifying details within a story that relate to story elements (characterization, setting, plot, and/or style).

Level A, Level B, or *Level C* provides:

- *Tutorial Lessons* of direct instruction on stated details, on supporting details, and on details related to story elements.
- *Practice Lessons* of a minimum of three drill and practice lessons on stated details, a minimum of three lessons on supporting details, and three lessons on details related to story elements.

Sequence

The ***Tutorial Comprehension: Sequence*** program is designed to aid elementary level students in developing the concept of time and/or order relationships. The program focuses on identifying the proper sequence of a list of actions, on identifying key words that portray a given sequence of events, and on identifying the proper sequence of events within a story.

Level A, Level B, or *Level C* provides:

- *Tutorial Lessons* of direct instruction on sequencing actions, sequencing events using key words, and sequencing story events.
- *Practice Lessons* of three drill and practice lessons on sequencing actions, four lessons on sequencing events using key words, and three lessons on sequencing story events.

Inference

The ***Tutorial Comprehension: Inference*** program is designed to aid elementary level students in developing the concepts of logical reasoning (inductive or deductive). The program focuses on inferring meaning from context, inferring cause and effect, and predicting outcomes.

Level A, Level B, or *Level C* provides:

- *Tutorial Lessons* of direct instruction on inferring meaning from context, inferring cause and effect, and predicting outcomes.
- *Practice Lessons* of three drill and practice lessons on inferring meaning, four lessons on inferring cause and effect, and three lessons on predicting outcomes.

Critical Reading

The ***Tutorial Comprehension: Critical Reading*** program is designed to aid elementary level students in developing the skills of critical reasoning. The program focuses on evaluating statements of fact or opinion, on identifying relevant and irrelevant details, on identifying author's purpose, on identifying advertising and/or propaganda techniques, and on using key words to validate a generalization.

Level A provides:

- *Tutorial Lessons* of direct instruction on fact or opinion and relevant and irrelevant details.
- *Practice Lessons* of five drill and practice lessons on fact or opinion and five lessons on relevant and irrelevant details.

Level B or *Level C* provides:

- *Tutorial Lessons* of direct instruction on fact or opinion, relevant and irrelevant details, author's purpose, advertising and/or propaganda techniques, and generalizations.

- *Practice Lessons* of four drill and practice lessons on fact or opinion, four lessons on relevant and irrelevant details, four lessons on author's purpose, eight lessons on advertising and/or propaganda techniques (bandwagon, repetition, transfer, loaded words, bargain, and/or testimonial), and four lessons on generalizations.

The ***Critical Reading*** program is designed to aid students in developing the skills necessary for critical reading. To achieve this purpose, the program focuses on five major areas pertinent to the comprehension skill of critical reading: fact or opinion, relevant details, author's purpose, advertising and/or propaganda techniques, and generalizations. The program's intent is to strengthen the student's interpretative and evaluation reading comprehension skills.

Tutorial Lessons

The *Tutorial Lessons* are the instructional basis of the ***Tutorial Comprehension*** series. Each tutorial lesson incorporates an analogy and a basic vocabulary to introduce the student to a particular skill. Any age student reading independently at the second to third grade level, and possessing the prerequisite knowledge for the skill being introduced, will find these lessons appropriate.

The *Tutorial Lessons* are arranged hierarchically by skill. The first tutorial lesson presents a basic prerequisite skill, while the last lesson presents the most difficult skill for the comprehension topic being addressed. For example, the first tutorial lesson for ***Critical Reading*** *Level B* differentiates between statements of fact or opinion, while the last tutorial lesson introduces the more difficult task of validating a generalization.

Level A Tutorial Lessons contains two tutorial lessons and *Level B* and *Level C* contain six lessons. Each tutorial lesson includes the option to review the tutorial instructions, to review a sample problem, and to work a follow-up lesson.

The Instructions option uses visual and memory aids to provide the student with one technique for problem solving in the specific skill area. This option is designed to serve as a tutor for an individual student or for a small group of students.

The Example option presents the student with a sample problem. The student is supplied the answer(s) and is guided through the process of entering the correct answers. This option is designed to acquaint the student with the lesson's instructions and format.

The To Begin option (or follow-up lesson) is designed to provide the student with an immediate opportunity to assess his/her understanding of the instructional material. If an incorrect response is entered during the lesson, the student is presented the option to review the *Tutorial's* instructional component. After the student reviews the instructional material, the program automatically returns to the practice items. After the lesson is completed (or the student elects to Early Exit), the student's score is displayed. After the score is displayed, the What Next? Menu is presented. This feature presents the student with the option to repeat the lesson, to select a different lesson, or to stop.

The Stop option provides a quick and easy method for students to exit the program. This option can be very helpful should a student inadvertently select an incorrect lesson.

The *Tutorial Lessons* also include an optional feature that allows the student to end a lesson before it is completed. In most instances, the student can early exit a lesson whenever the sentence PRESS **RETURN** TO CONTINUE is displayed on the screen.

Practice Lessons

The *Practice Lessons* reinforce the skills introduced in the *Tutorial Lessons*. They are designed to provide drill and practice for students possessing the necessary prerequisites and reading independently at the second to fourth grade level. These lessons are developmental in nature and become increasingly sophisticated in content and concept.

The *Practice Lessons* are arranged hierarchically by skill. They correspond to specific skills lessons contained on the *Tutorial Lessons* disk. For example, the first five lessons in ***Critical Reading:*** *Practice Lessons, Level A* correspond to the first tutorial lesson in ***Critical Reading:*** *Tutorial Lessons, Level A*.

Each *Practice Lessons* disk contains a minimum of ten practice lessons. Each lesson includes the option to review a sample problem or to work the lesson.

The Example option presents the student with a sample problem. The student is supplied the answer(s) and is guided through the process of entering the correct answers. This option is designed to acquaint the student with the lesson's instructions and format.

The To Begin option (or practice lesson) is designed to provide the student with an opportunity to practice using the specific skill. In the practice lesson, the student is requested to supply the answer(s) to specific questions and is provided immediate feedback for correct or incorrect responses. If the student enters an incorrect response, the correct answer is displayed, and the student is guided through the process of entering the correct response. After the practice lesson is completed (or the student elects to Early Exit), the student's score is displayed. After the score is displayed, the What Next? Menu is presented. This feature presents the student with the option to repeat the lesson, to select a different lesson, or to stop.

The Stop option provides a quick and easy method for students to exit the program. This option can be very helpful should a student inadvertently select an incorrect lesson.

The *Practice Lessons* also include an optional feature that allows the student to end a lesson before it is completed. In most instances, the student can early exit a lesson whenever the sentence PRESS **RETURN** TO CONTINUE is displayed on the screen.

INSTRUCTIONAL AUDIENCE

The ***Tutorial Comprehension: Critical Reading*** program is designed to develop the processes of comprehension while functioning as an independent instructional activity. Therefore, the program's emphasis is on process skills rather than vocabulary development. As a result, the vocabulary has been controlled throughout the program to allow the student to concentrate on the skills being introduced or practiced.

The ***Critical Reading*** *Tutorial Lessons* are designed to provide independent, tutorial instruction. Therefore, the readability levels of the *Tutorial Lessons* fall within the second to third grade range according to the Spache Readability Index.

The ***Critical Reading*** *Practice Lessons* are designed to provide independent, supplemental instruction. The *Practice Lessons* present challenging material at readability levels easy enough for students to complete with minimal teacher assistance. Therefore, it is suggested student placement be based on independent reading level rather than developmental reading level.

The three instructional levels of ***Critical Reading*** are designed for different reading levels. *Level A* is for students reading independently at the second to third grade readability levels. *Level B* is for students reading independently at the third to fourth grade readability levels. *Level C* is for students reading independently at the fourth to fifth grade readability levels.

DIRECTIONS FOR USE

The disks included in the program provide specific screen directions that lead the student through the lessons.

Step 1. Insert the ***Critical Reading*** disk (*Tutorial* or *Practice*) into Drive 1. (If you are using *MPR*, insert the *MPR Student Records Disk* into Drive 2.)

Step 2. Turn on the computer. Wait for the program to finish loading.

Step 3. After the program is loaded, the Title Screen appears. Press **RETURN**.

Step 4. The Name request appears. Type your name and press **RETURN**.

Step 5. If you are using *MPR*, the Password request appears. Type your password and press **RETURN**.

Step 6. The Topic Menu appears. Use the **ARROW** keys to select a topic and press **RETURN**.

Step 7. The Lessons Menu appears (for *Practice Lessons* only). Use the **ARROW** keys to select a lesson and press **RETURN**.

Step 8. The Purpose Screen appears. Press **RETURN**.

Step 9. The Options Menu appears. The specific menu that appears is dependent upon the type of lesson disk you are using.

Tutorial Lessons

Step 10. Use the **ARROW** keys to select an option and press **RETURN**.

The Instructions that appear are dependent upon the instructional level and topic you selected. Follow instructions as they are displayed on the screen. For each topic, instructions are presented. After the instructional component is completed, the program returns to the Options Menu.

Critical Reading: *Fact or Opinion (Level A, B,* or *C)* utilizes detective Marvo's technique to illustrate that discerning between statements of fact and opinion is similar to being a detective.

Critical Reading: *Important Facts (Level A, B,* or *C)* utilizes detective Marvo's technique to differentiate between important (relevant) and unimportant (irrelevant) details of a paragraph.

Critical Reading: *Author's Purpose (Level B* or *C)* introduces the concept that authors write for specific reasons: to inform or teach, to persuade, and to entertain. The characteristics of each writing technique are presented.

Critical Reading: *Propaganda, I (Level B* or *C)* introduces the concept that authors use various writing techniques to convince the reader of specific ideas. The characteristics of the techniques of Bandwagon, Repetition, and Transfer are presented.

Critical Reading: *Propaganda, II (Level B* or *C)* introduces the concept that authors use various writing techniques to convince the reader of specific ideas. The characteristics of the techniques of Testimonial, Loaded Words, and Bargain are presented.

Critical Reading: *Generalization (Level B* or *C)* utilizes detective Marvo's technique of evaluating to validate generalizations. Clue words are used to change statements from invalid to valid generalizations.

The Example that appears is dependent upon the instructional level and topic you selected. For each topic, an example will appear. Directions in the example will identify the procedures to be used in the lesson by providing and requiring the correct response. The program returns to the Options Menu.

Critical Reading: *Fact or Opinion (Level A, B,* or *C)* guides the student in categorizing a statement as a fact or as an opinion.

- Read the text.
- Type **F** for Fact and press **RETURN**.
- Type **O** for Opinion and press **RETURN**.
- Press **RETURN**.

Critical Reading: *Important Facts (Level A, B,* or *C)* guides the student in identifying the important sentences (or relevant details) of a paragraph.

- Read the text and press **RETURN**.
- Type the identified sentence number and press the **SPACE BAR**.
- Continue to follow these procedures for identifying the remaining sentences.
- Press **RETURN**.
- Read the text and press **RETURN**.

Critical Reading: *Author's Purpose (Level B* or *C)* guides the student in identifying the author's technique and purpose of writing a given selection.

- *Part A.* Read the text and press **RETURN**.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- Press **RETURN**.
- *Part B.* Read the text.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- Press **RETURN**.
- Read the text and press **RETURN**.

Critical Reading: *Propaganda, I or II (Level B* or *C)* guides the student in identifying the advertising and/or propaganda technique used within a paragraph. Propaganda, I presents the techniques of Bandwagon, Repetition, and Transfer. Propaganda, II presents the techniques of Testimonial, Loaded Words, and Bargain.

- Read the text and press **RETURN**.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- Press **RETURN**.

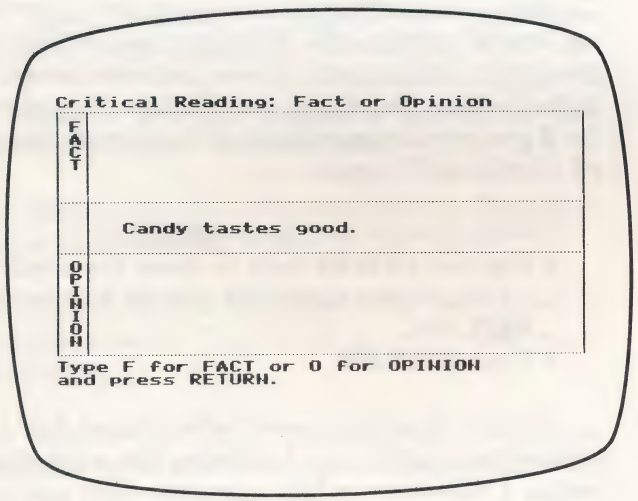
Critical Reading: *Generalizations (Level B* or *C)* guides the student in identifying the word that makes a statement a false generalization and in identifying the word that makes the false generalization a true generalization.

- *Part A.* Read the text and press **RETURN**.
- Use the **ARROW** keys to move the selector in front of the identified word and press the **SPACE BAR**.
- Press **RETURN**.
- *Part B.* Read the text and press **RETURN**.
- When the identified answer is positioned inside the magnifying glass, press the **SPACE BAR**.
- Press **RETURN**.

The *Tutorial Lesson* that appears is dependent upon the instructional level and topic you selected. After the tutorial lesson is completed (or you Early Exit), the program presents the Score Screen (refer to Step 11).

Critical Reading: *Fact or Opinion (Level A, B,* or *C)* presents a statement of fact or opinion. The student is requested to classify the sentence as a statement of fact or opinion.

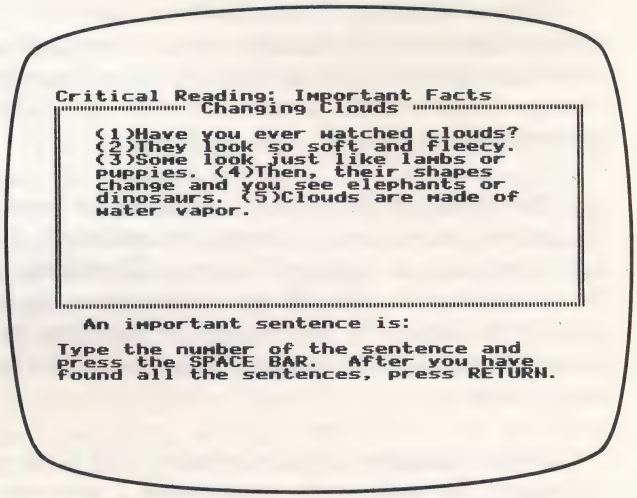
- Read the text.



- Type **F** for Fact (or **O** for Opinion) and press **RETURN**.
  - — If the answer is correct, the statement is moved to the appropriate box.
  - — If the answer is incorrect, the correct answer is displayed. Type the identified answer and press **RETURN**. The option to review the *Tutorial's* instructions is displayed. Type **Y** for Yes (or **N** for No) and press **RETURN**.
- Continue to follow these procedures for identifying the remaining items.
- Press **RETURN**.

Critical Reading: *Important Facts (Level A, B,* or *C)* presents a paragraph with numbered sentences. The student is requested to identify the important sentences of the paragraph.

- Read the text and press **RETURN**.

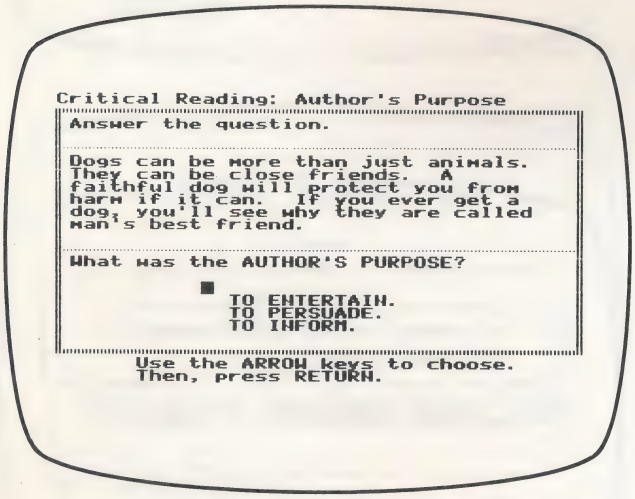

Critical Reading: Important Facts
Changing Clouds
(1)Have you ever watched clouds?
(2)They look so soft and fleecy.
(3)Some look just like lambs or
puppies. (4)Then, their shapes
change and you see elephants or
dinosaurs. (5)Clouds are made of
water vapor.
An important sentence is:
Type the number of the sentence and
press the SPACE BAR. After you have
found all the sentences, press RETURN.

- Type the number of a sentence that states an important fact for the paragraph and press the **SPACE BAR** (to erase, press the **ESC** key).
- Continue to follow these procedures until all the important sentences are identified.
- Press **RETURN** and the sentences are evaluated.
  - — If the correct sentences are identified, feedback is displayed. Press **RETURN**.
  - — If the correct sentences are not identified on the first try, feedback and the option to review the *Tutorial's* instructions are displayed. Type **Y** for Yes (or **N** for No) and press **RETURN**.
  - — If the correct sentences are not identified on the second try, the correct answers are displayed. If the identified sentence is an important fact, type the sentence number and press the **SPACE BAR**. However, if the identified sen-

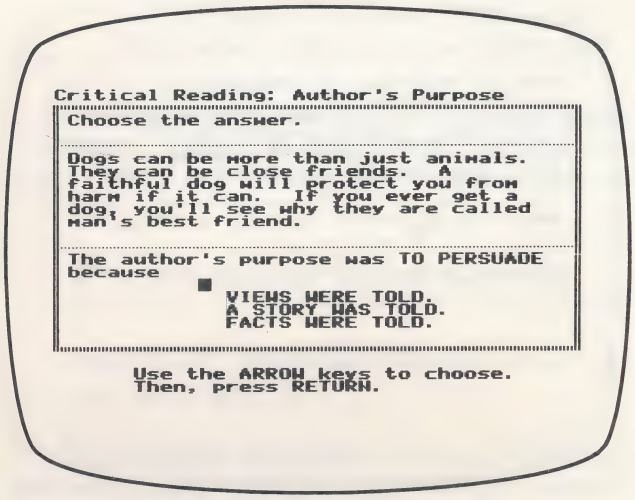
tence is not an important fact, type the sentence number and press the **ESC** key. After all the corrections are made, press **RETURN**.

Critical Reading: *Author's Purpose (Level B* or *C)* presents a paragraph and a list of possible answers. The student is requested to identify the author's purpose and to justify the answer selection.

- *Part A.* Read the text and press **RETURN**.
- Read the questions and answer choices.


Critical Reading: Author's Purpose
Answer the question.
Dogs can be more than just animals. They can be close friends. A faithful dog will protect you from harm if it can. If you ever get a dog, you'll see why they are called man's best friend.
What was the AUTHOR'S PURPOSE?
TO ENTERTAIN.
TO PERSUADE.
TO INFORM.
Use the ARROW keys to choose.
Then, press RETURN.

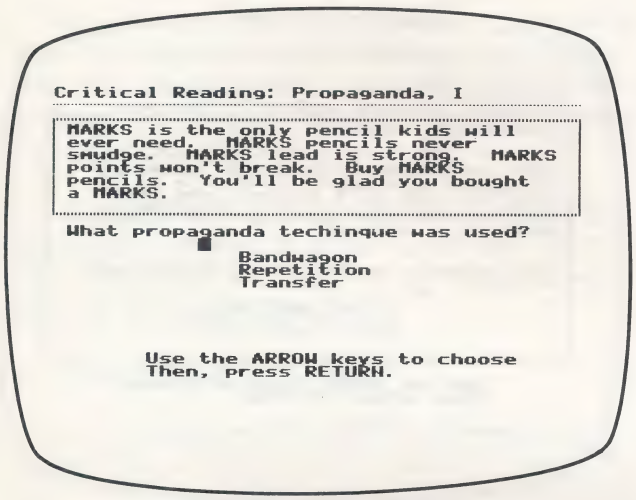
- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.
- *Part B.* Read the text.


Critical Reading: Author's Purpose
Choose the answer.
Dogs can be more than just animals. They can be close friends. A faithful dog will protect you from harm if it can. If you ever get a dog, you'll see why they are called man's best friend.
The author's purpose was TO PERSUADE because
VIEWS WERE TOLD.
A STORY WAS TOLD.
FACTS WERE TOLD.
Use the ARROW keys to choose.
Then, press RETURN.

- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.

Critical Reading: *Propaganda, I or II (Level B* or *C)* presents a paragraph and a list of advertising and/or propaganda techniques. The student is requested to identify the technique used in the paragraph. *Propaganda, I* utilizes the techniques of Bandwagon, Repetition, and Transfer, and *Propaganda, II* utilizes the techniques of Testimonial, Loaded Words, and Bargain.

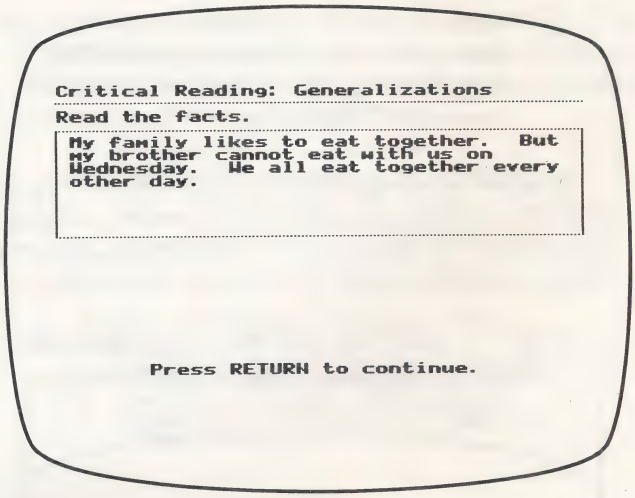
- Read the text and press **RETURN**.
- Read the question and answer choices.


Critical Reading: Propaganda, I
MARKS is the only pencil kids will ever need. MARKS pencils never smudge. MARKS lead is strong. MARKS points won't break. Buy MARKS pencils. You'll be glad you bought a MARKS.
What propaganda techinque was used?
Bandwagon
Repetition
Transfer
Use the ARROW keys to choose
Then, press RETURN.

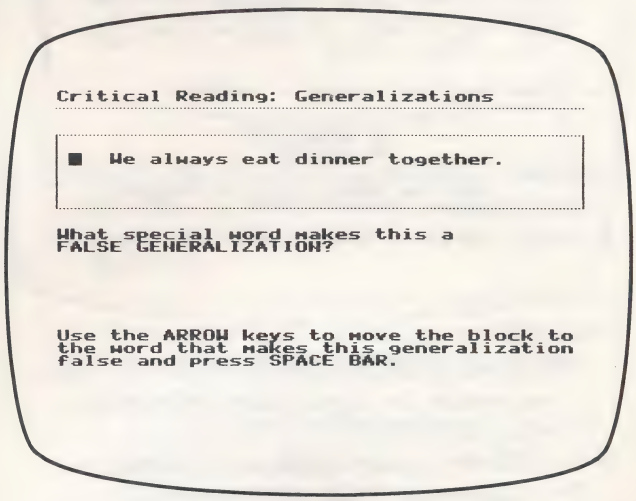
- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  - — If the answer is correct, press **RETURN** and feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.

Critical Reading: *Generalizations (Level B* or *C)* presents a paragraph and a false generalization. The student is requested to identify the word that makes the statement false and is requested to choose the word that changes the statement into a true generalization.

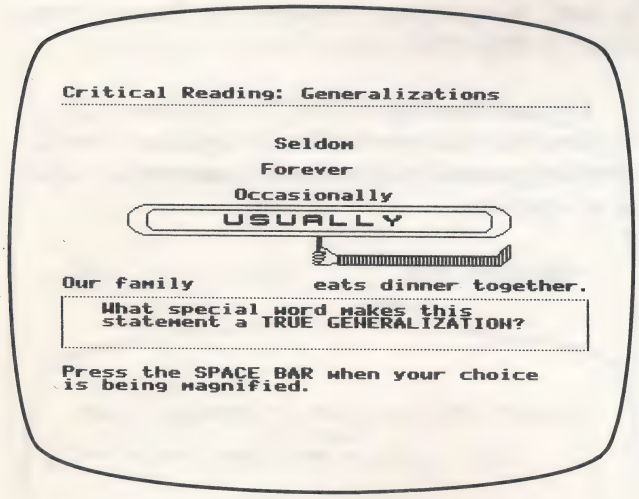
- *Part A.* Read the text and press **RETURN**.


Critical Reading: Generalizations
Read the facts.
My family likes to eat together. But my brother cannot eat with us on Wednesday. We all eat together every other day.
Press RETURN to continue.

- Read the text.


Critical Reading: Generalizations
We always eat dinner together.
What special word makes this a FALSE GENERALIZATION?
Use the ARROW keys to move the block to the word that makes this generalization false and press SPACE BAR.

- Use the **ARROW** keys to move the selector in front of the appropriate word and press the **SPACE BAR**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to move the selector in front of the identified word and press the **SPACE BAR**. Press **RETURN**.
- *Part B.* Read the text and press **RETURN**.



- When the appropriate word is positioned inside the magnifying glass, press the **SPACE BAR**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Press the **SPACE BAR**. Press **RETURN** and the option to review the *Tutorial's* instructions is displayed. Type **Y** for Yes (or **N** for No) and press **RETURN**.

The Stop option provides the choice of ending the lesson. If the Stop option is selected, the program returns to the Name Screen (refer to Step 4).

Practice Lessons

Step 10. Use the **ARROW** keys to select an option and press **RETURN**.

The Example that appears is dependent upon the instructional level and the topic you selected. For each topic, an example will appear. Directions in the example will identify the procedure to be used in the lessons by providing and requiring the correct response. The program returns to the Options Menu.

Critical Reading: Fact or Opinion (Level A, B, or *C)* guides the student in identifying statements of fact or opinion.

- Read the text and type **F** for Fact.
- Press **RETURN**.
- Read the text and type **O** for Opinion.
- Press **RETURN**.
- Press **RETURN**.
- Read the text and press **RETURN**.

Critical Reading: Important Facts (Level A only) guides the student in selecting the irrelevant word in a given list of words.

- Read the text and press **RETURN**.
- Read the text and press the **SPACE BAR**.
- Press **RETURN**.

Critical Reading: *Important Facts (Level B* or *C)* guides the student in selecting the relevant detail sentences of a paragraph.

- Read the text and press **RETURN**.
- Type the identified sentence number and press the **SPACE BAR**.
- Continue to follow these procedures until all the important sentences are identified.
- Press **RETURN**.
- Read the text and press **RETURN**.

Critical Reading: *Author's Purpose (Level B* or *C)* guides the student in identifying the author's purpose for writing a given selection.

- *Part A.* Read the text and press **RETURN**.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- *Part B.* Read the text.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- Press **RETURN**.
- Read the text and press **RETURN**.

Critical Reading: *Propaganda, I or II (Level B* or *C)* guides the student in identifying the advertising and/or propaganda technique used in a given paragraph.

- Read the text and press **RETURN**.
- Use the **ARROW** keys to move the selector beside the identified answer and press **RETURN**.
- Press **RETURN**.

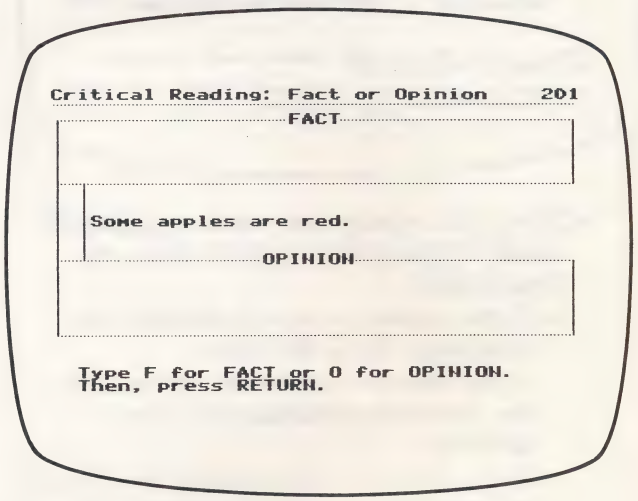
Critical Reading: *Generalization (Level B* or *C)* guides the student in identifying the word that makes a statement a false generalization and in identifying the word that makes a statement a true generalization.

- *Part A.* Read the text and press **RETURN**.
- Read the generalization statement.
- Use the **ARROW** keys to move the selector beside the word "ALL" and press the **SPACE BAR**.
- Press **RETURN**.
- *Part B.* Read the text and press **RETURN**.
- When the word "SOME" is inside the magnifying glass, press the **SPACE BAR**.
- Press **RETURN**.

The Practice Lesson that appears is dependent upon the instructional level and the topic you selected. (In some lessons, a Speed option is presented. Select a speed and press **RETURN**.) After the practice lesson is completed (or you early exit), the program presents the Score Screen (refer to Step 11).

Critical Reading: *Fact or Opinion (Level A, B,* or *C)* presents a statement of fact or opinion. The student is requested to classify the statement as a fact or an opinion.

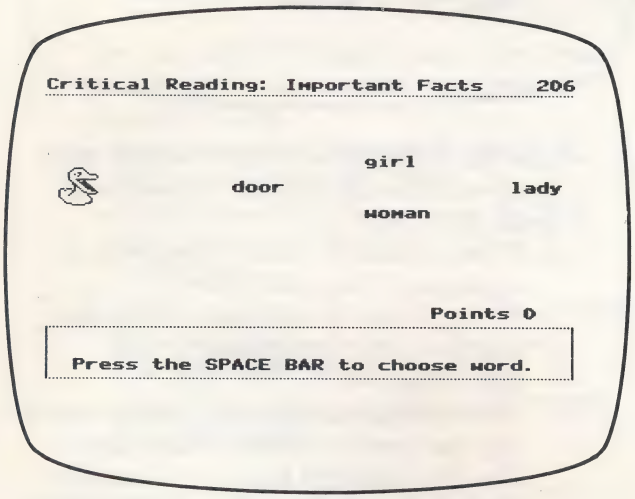
- Read the text.



- Type **F** for Fact (or **O** for Opinion) and press **RETURN**.
  - — If the answer is correct, the statement is moved to the appropriate box. Press **RETURN**.
  - — If the answer is incorrect, the correct answer is displayed. Type the identified answer and press **RETURN**. Press **RETURN**.
- Continue to follow these procedures for identifying the remaining items.

Critical Reading: *Important Facts (Level A* only) presents a list of words. The student is requested to identify the word that does not belong in the given list.

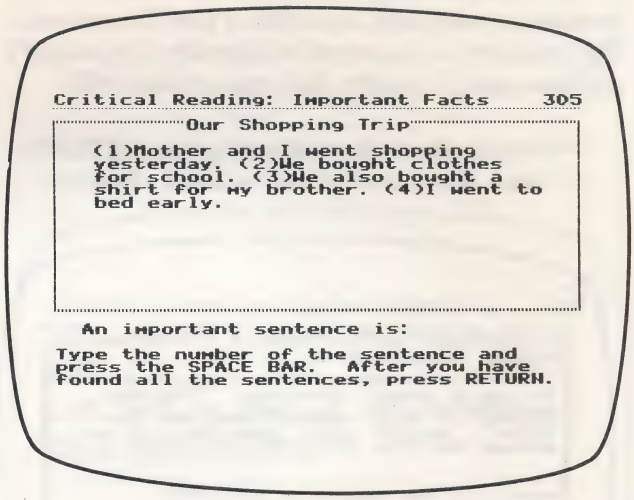
- Read the text and press **RETURN**.



- When the appropriate answer is beside the "DUCK," press the **SPACE BAR**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is identified. Press the **SPACE BAR**.

Critical Reading: *Important Facts (Level B* or *C)* presents a paragraph containing numbered sentences. The student is requested to identify the important sentences of the paragraph.

- Read the text and press **RETURN**.
- Read the text.

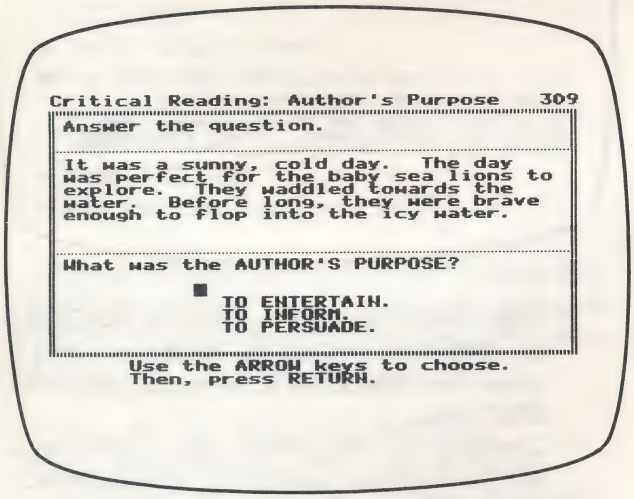

Critical Reading: Important Facts 305
Our Shopping Trip
(1)Mother and I went shopping yesterday. (2)We bought clothes for school. (3)We also bought a shirt for my brother. (4)I went to bed early.
An important sentence is:
Type the number of the sentence and press the SPACE BAR. After you have found all the sentences, press RETURN.

- Type the number of a sentence that states an important fact for the paragraph and press the **SPACE BAR** (to erase, press the **ESC** key).
- Continue to follow these procedures until all the important sentences are identified.
- Press **RETURN** and the sentences are evaluated.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.

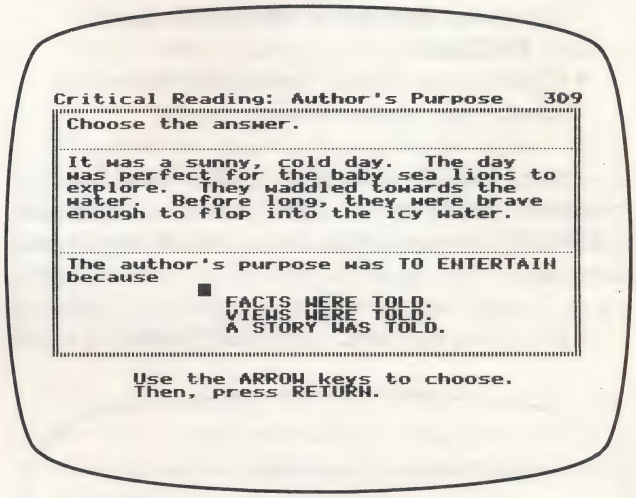
— If the answer is incorrect on the second try, the correct answer is displayed. If the identified sentence is an important fact, type the sentence number and press the **SPACE BAR**. However, if the identified sentence is an unimportant fact, type the sentence number and press the **ESC** key. Continue to follow these procedures until all corrections are made. Press **RETURN**.

Critical Reading: Author's Purpose (Level B or *C)* presents a paragraph and a list of possible answers. The student is requested to identify the author's purpose and to justify the answer selection.

- *Part A.* Read the text and press **RETURN**.
- Read the question and answer choices.


Critical Reading: Author's Purpose 309
Answer the question.
It was a sunny, cold day. The day was perfect for the baby sea lions to explore. They waddled towards the water. Before long, they were brave enough to flop into the icy water.
What was the AUTHOR'S PURPOSE?
TO ENTERTAIN.
TO INFORM.
TO PERSUADE.
Use the ARROW keys to choose.
Then, press RETURN.

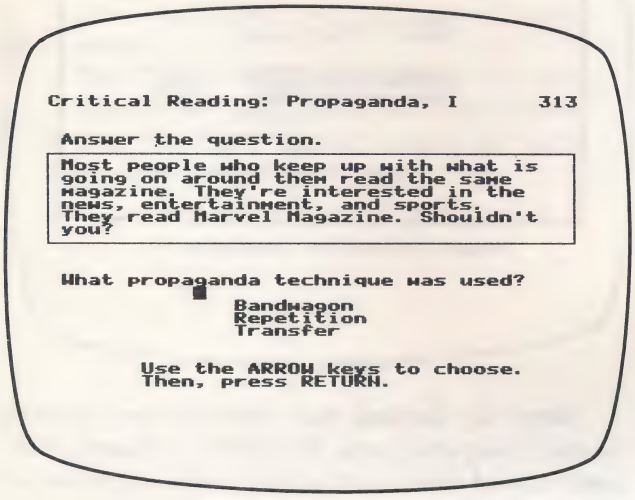
- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  — If the answer is correct, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the second try, the correct answer is identified. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.
- *Part B.* Read the text.


Critical Reading: Author's Purpose 309
Choose the answer.
It was a sunny, cold day. The day was perfect for the baby sea lions to explore. They waddled towards the water. Before long, they were brave enough to flop into the icy water.
The author's purpose was TO ENTERTAIN because
FACTS WERE TOLD.
VIEWS WERE TOLD.
A STORY WAS TOLD.
Use the ARROW keys to choose.
Then, press RETURN.

- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  — If the answer is correct, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the second try, the correct answer is identified. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.

Critical Reading: Propaganda, I or II (Level B or *C)* presents a paragraph, a question, and a list of propaganda techniques. The student is requested to identify the propaganda technique used in the paragraph.

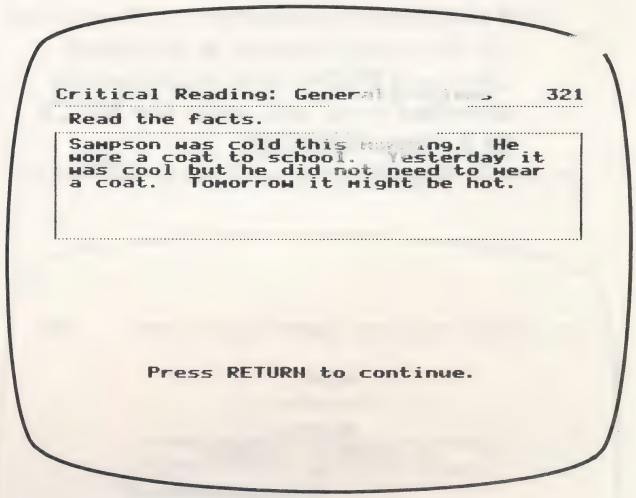
- Read the text and press **RETURN**.
- Read the question and the answer choices.


Critical Reading: Propaganda, I 313
Answer the question.
Most people who keep up with what is going on around them read the same magazine. They're interested in the news, entertainment, and sports. They read Marvel Magazine. Shouldn't you?
What propaganda technique was used?
Bandwagon
Repetition
Transfer
Use the ARROW keys to choose. Then, press RETURN.

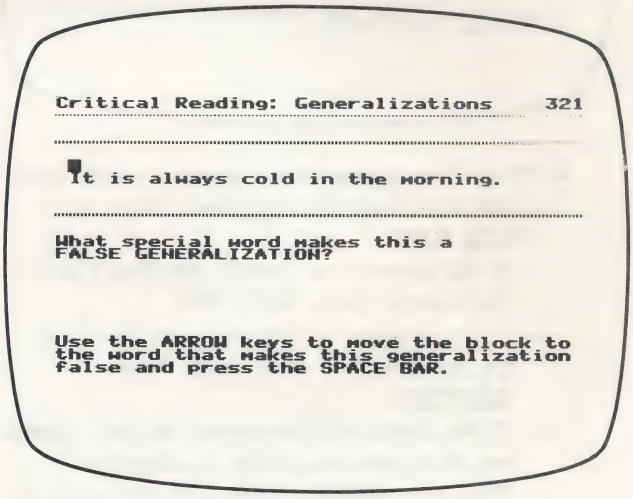
- Use the **ARROW** keys to move the selector beside the appropriate answer and press **RETURN**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to choose the identified answer and press **RETURN**. Press **RETURN**.

Critical Reading: *Generalizations (Level B* or *C)* presents a paragraph and a false generalization statement. The student is requested to identify the word that makes the statement false and is requested to select the word that changes the statement into a true generalization.

- *Part A.* Read the text and press **RETURN**.


Critical Reading: Gener 321
Read the facts.
Sampson was cold this ng. He wore a coat to school. Yesterday it was cool but he did not need to wear a coat. Tomorrow it might be hot.
Press RETURN to continue.

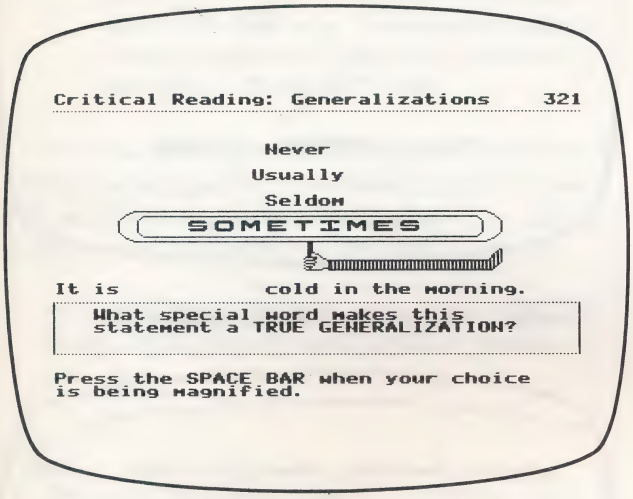
- Read the generalization statement.


Critical Reading: Generalizations 321
It is always cold in the morning.
What special word makes this a FALSE GENERALIZATION?
Use the ARROW keys to move the block to the word that makes this generalization false and press the SPACE BAR.

- Use the **ARROW** keys to move the selector in front of the appropriate word and press the **SPACE BAR**.
  - — If the answer is correct, feedback is displayed. Press **RETURN**.
  - — If the answer is incorrect on the first try, feedback and the facts are displayed. Press **RETURN**.

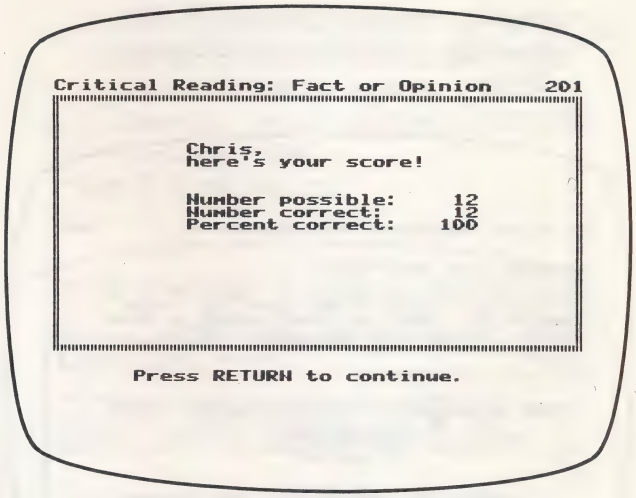
— If the answer is incorrect on the second try, the correct answer is displayed. Use the **ARROW** keys to choose the identified word and press the **SPACE BAR**. Press **RETURN**.

- *Part B.* Read the text and press **RETURN**.


Critical Reading: Generalizations 321
Never
Usually
Seldom
SOMETIMES
It is cold in the morning.
What special word makes this statement a TRUE GENERALIZATION?
Press the SPACE BAR when your choice is being magnified.

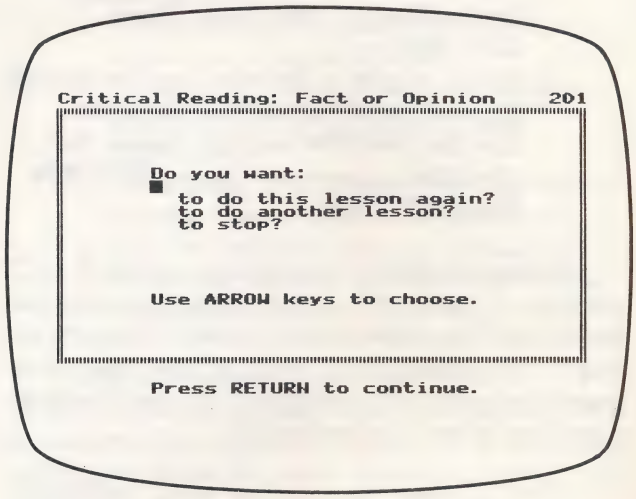
- When the appropriate word is positioned inside the magnifying glass, press the **SPACE BAR**.
  — If the answer is correct, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the first try, feedback is displayed. Press **RETURN**.
  — If the answer is incorrect on the second try, the correct answer is displayed. Press the **SPACE BAR** and the word is moved to the appropriate position within the sentence. Press **RETURN**.

Step 11. After the *Tutorial* (or *Practice) Lesson* is completed (or you Early Exit), the Score Screen is displayed. The Score Screen you see is dependent upon the instructional level and topic you selected.



Step 12. Record the score on the Student Record sheet and press **RETURN**. (A sample Student Record sheet is included in the Appendix of this manual.)

Step 13. The What Next? Menu appears. Based on the student's performance and individual skills needs, the teacher should prescribe the appropriate option for the specific student.


Critical Reading: Fact or Opinion 201
Do you want:
to do this lesson again?
to do another lesson?
to stop?
Use ARROW keys to choose.
Press RETURN to continue.

Step 14. Use the **ARROW** keys to select an option and press **RETURN**.

- The TO DO THE LESSON AGAIN? option returns the program to the Options Menu.
- The TO DO ANOTHER LESSON? option returns the program to the Topic Menu.
- The TO STOP? option returns the program to the Name Screen.

MANAGEMENT

The suggested procedure for classroom management of the ***Tutorial Comprehension*** series includes three steps:

- assessment of student needs,
- placement in appropriate activity,
- evaluation of student performance.

Assessment. First, determine the student's instructional reading level by using instruments such as informal reading inventories, standardized test scores, and basal reading inventories.

Second, determine the student's specific comprehension skills needs by using instruments such as daily performance, standardized test scores, informal reading inventories, and specific skills tests. For your convenience, sample pretests and post tests are included in the Appendix of this manual.

Placement. A student's placement within the ***Tutorial Comprehension*** series should be based on the student's independent reading level and specific skills needs.

For each instructional level and topic presented in the ***Tutorial Comprehension: Critical Reading*** program, two corresponding sample tests are provided. To allow greater flexibility, the tests are identified as Test 1 and Test 2 rather than pretest and post test, respectively. These sample tests are included to aid in student placement and evaluation.

If you are using the sample pretest included in in this manual to identify specific skills needs, the following placement can be used.

- No errors . . . . . Next skill or topic area
- One error . . . . . Assign *Practice Lessons* for student's independent reading level.
- Two errors . . . . . Assign *Tutorial Lessons* for skill area.
- Three errors . . . . . Provide basic instructions before assigning *Tutorial Lessons.*

A sample Class Grouping sheet is included in the Appendix of this manual to aid in grouping students for specific instruction.

A sample Student Record sheet is included in the Appendix of this manual to aid in organizing assignments and in recordkeeping.

The student can be given a copy of this sheet to use for individual recordkeeping. The teacher should identify the student's initial and/or subsequent assignments.

Evaluation. After the student completes the lesson, his/her score is recorded on the Student Record sheet. Based on the student's score and individual needs, the next ***Tutorial Comprehension*** activity can be assigned.

MPR. The ***Tutorial Comprehension*** series functions with the ***MPR (Multi-Program Recordkeeper)*** program to maintain computerized records of student performance. The ***MPR*** program functions as a computerized gradebook and planning aid for all Random House programs that include this recordkeeping feature. The ***MPR*** program is optional and must be obtained separately.

For more specific information on how to enter student and class data, assign student passwords, obtain reports, and operate the overall ***MPR*** program, refer to your ***MPR*** manual.

MPR PROGRAM CODES

Tutorial Lessons

MPR Code	Lesson Name	Lesson Number
	Critical Reading:	
CR001	Fact or Opinion	1
CR002	Important Facts	2
CR003	Author's Purpose?	3
CR004	Propaganda I	4
CR005	Propaganda II	5
CR006	Generalizations	6

Level A Practice Lessons

MPR Code	Lesson Name	Lesson Number
	Critical Reading:	
CR201	Fact or Opinion	201
CR202	Fact or Opinion	202
CR203	Fact or Opinion	203
CR204	Fact or Opinion	204
CR205	Fact or Opinion	205
CR206	Important Facts	206
CR207	Important Facts	207
CR208	Important Facts	208
CR209	Important Facts	209
CR210	Important Facts	210

Level B Practice Lessons

MPR Code	Lesson Name	Lesson Number
	Critical Reading:	
CR301	Fact or Opinion	301
CR302	Fact or Opinion	302
CR303	Fact or Opinion	303
CR304	Important Facts	304
CR305	Important Facts	305
CR306	Important Facts	306
CR307	Important Facts	307
CR308	Important Facts	308
CR309	Author's Purpose	309
CR310	Author's Purpose	310
CR311	Author's Purpose	311
CR312	Author's Purpose	312
CR313	Propaganda I	313
CR314	Propaganda I	314
CR315	Propaganda I	315
CR316	Propaganda I	316
CR317	Propaganda II	317
CR318	Propaganda II	318
CR319	Propaganda II	319
CR320	Propaganda II	320
CR321	Generalizations	321
CR322	Generalizations	322
CR323	Generalizations	323
CR324	Generalizations	324

Level C Practice Lessons

MPR Code	Lesson Name	Lesson Number
	Critical Reading:	
CR401	Fact or Opinion	401
CR402	Fact or Opinion	402
CR403	Fact or Opinion	403
CR404	Fact or Opinion	404
CR405	Important Facts	405
CR406	Important Facts	406
CR407	Important Facts	407
CR408	Important Facts	408
CR409	Author's Purpose	409
CR410	Author's Purpose	410
CR411	Author's Purpose	411
CR412	Author's Purpose	412
CR413	Propaganda I	413
CR414	Propaganda I	414
CR415	Propaganda I	415
CR416	Propaganda I	416
CR417	Propaganda II	417
CR418	Propaganda II	418
CR419	Propaganda II	419
CR420	Propaganda II	420
CR421	Generalizations	421
CR422	Generalizations	422
CR423	Generalizations	423
CR424	Generalizations	424

**Level A Tutorial Lessons* includes content covering the first two topic areas. *Level B* and *Level C* include content covering all six topic areas.

INSTRUCTIONAL ACTIVITIES

The ***Tutorial Comprehension: Critical Reading*** program is a supplemental program designed to be used in conjunction with the basic reading comprehension program. The program can be used to provide developmental, remedial, or enrichment instruction.

The *Tutorial Lessons* can serve as a tutor for those individuals or small groups who need additional individualized instruction. The *Tutorial Lessons* also can serve as direct instruction for those students who need minimal teacher direction or as a refresher for those students who need to review previously introduced skills.

The *Practice Lessons* are to be completed by individual students. These lessons can serve as reinforcement for newly acquired skills or as review for previously acquired skills.

The first topic introduced in the ***Critical Reading*** program, ***Critical Reading:*** *Fact or Opinion,* utilizes interpretative and critical reading skills for differentiating between fact and opinion. Therefore, it is essential the student possess the necessary prerequisites for classifying, judging, and evaluating before being introduced to the program. For those students who are experiencing difficulty, it is suggested you provide additional experiences involving classification or differentiation of real and make-believe statements, true and false statements, and figurative language. For example, provide the student with a list of true and false statements. Have the student classify the statements and state his/her reason for identifying the statement as true or false.

The second topic introduced in the ***Critical Reading*** program, ***Critical Reading:*** *Important Facts,* utilizes literal and interpretative reading skills for differentiating between relevant and irrelevant details. Therefore, it is essential the student possess the necessary prerequisites for classifying and judging relevancy before being introduced to this topic. For those students who are experiencing difficulty, it is suggested you provide additional activities involving part-to-whole relationships. For example, have the student classify objects or generate a title for a list of related items or related words, etc. Also, have the student underline the key words or phrases that support the main idea of a paragraph, reduce a paragraph to a simple sentence by paraphrasing the author, or outline a series of simple paragraphs.

The third topic in the program, ***Critical Reading:*** *Author's Purpose,* utilizes interpretative and critical reading skills for identifying the author's purpose. Therefore, it is essential the student possess the necessary prerequisites for classifying, judging, and evaluating before being introduced to the topic. For those students who are experiencing difficulty, it is suggested you provide additional activities involving real and make-believe, factual information, and persuasion techniques. For example, have the student identify the key words of a paragraph that indicate persuasion, factual information, or fantasy. Also, have the student match a list of persuasive sentences to a list of persuasion techinques, etc.

The fourth and fifth topics in the program, ***Critical Reading:*** *Propaganda, I* (or *Propaganda, II)* utilize interpretative and critical reading skills for identifying advertising and/or propaganda techniques. Therefore, it is essential the student possess the necessary prerequisites for classifying, inferring, judging, and evaluating before being introduced to the topic. For those students who are experiencing difficulty, it is suggested you provide additional activities involving identification and classification of words or phrases used to arouse favorable or unfavorable feelings toward a person or idea. Also, provide experiences for identifying the author's purpose and/or implications of a selection. For example, have the student discriminate between factual news reporting and editorial writing. Have the student select from a list of words those that tend to arouse the reader's emotions, or have the student match propaganda statements to specific propaganda techniques.

The sixth topic in the program, ***Critical Reading:*** *Generalizations* utilizes interpretative and critical reading skills for evaluating and validating generalizations. Therefore, it is essential the student possess the necessary prerequisites for logical reasoning before being introduced to the topic. For those students who are experiencing difficulty, it is suggested you provide additional experiences involving classifying, perceiving relationships, inferring, judging, and evaluating. For example, provide the student with two elements of a syllogism: major premise, minor premise, or conclusion. Have the student identify the third element.

RELATED RANDOM HOUSE PRODUCTS

Other Random House educational material can be used effectively with the ***Tutorial Comprehension: Critical Reading*** program.

Random House Microcomputer Courseware*

- ***Customware: Classifying***
- ***Customware: Finding***
- ***Customware: Choosing***
- ***Customware: Completing***
- ***Customware: Matching***

Random House School Division Print Material*

- ***Spotlight on Reading***
- ***Spotlight on Literature***
- ***Spotlight on Writing***
- ***Developing Comprehension***
- ***Scoring High in Reading***
- ***Scoring High on the California Achievement Tests***
- ***Practicing Comprehension***
- ***Star Wars: Attack on Reading,*** *Comprehension 1, 2*
- ***Random Reading Almanacs***
- ***Reading QuickSkills***
- ***Counterpoint Reading Program***
- ***Primary Reading Skills,*** *Level III*
- ***Reading Minisystems,*** Levels 4-6
- ***The Reading House Series,*** Orange - Green
- ***Structural Reading***
- ***Random House Reading Program***

*Specific information on these products can be found in the Random House School Division Catalogs.

APPENDIX

For each instructional level and topic presented in the ***Tutorial Comprehension: Critical Reading*** program, two corresponding sample tests are provided. To allow greater flexibility, the tests are identified as Test 1 and Test 2 rather than pretest and post test, respectively. These sample tests are included to aid in student placement and evaluation.

A sample Class Grouping sheet is included to aid in grouping students for specific instruction.

A sample Student Record sheet is included to aid in organizing assignments and recordkeeping.

Tutorial Comprehension: Critical Reading Sample Test Level A - Test 1

Name: _____

Date: _____

Class: _____

Critical Reading: Items Missed

Fact or Opinion _____

Important Facts _____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** Cheese and crackers make the best afternoon snack.

_____ **2.** Green is the best color.

_____ **3.** Summer is a season of the year.

Critical Reading: Important Facts

Directions: Read each group of words. Put an **X** on the blank beside the word that does not belong.

1. banana _____
apple _____
table _____
pear _____

2. Nancy _____
Greta _____
Mary _____
Mike _____

3. Gary _____
green _____
red _____
blue _____

Tutorial Comprehension: Critical Reading Sample Test Level A - Test 2

Name: _____

Date: _____

Class: _____

Critical Reading: Items Missed

Fact or Opinion _____

Important Facts _____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** Kittens are the cutest pets.

_____ **2.** Buttermilk tastes better than milk.

_____ **3.** Many flowers bloom in the spring.

Critical Reading: Important Facts

Directions: Read each group of words. Put an **X** on the blank beside the word that does not belong.

1. one _____
three _____
4 _____
six _____

2. sack _____
make _____
back _____
pack _____

3. man _____
puppy _____
kitten _____
baby _____

Tutorial Comprehension: Critical Reading Sample Test Level B - Test 2

Name: _____

Date: _____

Class: _____

Critical Reading:	Items Missed
Fact or Opinion	_____
Important Facts	_____
Author's Purpose	_____
Propaganda, I/II	_____
Generalization	_____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** Wood carving is a terrific hobby.

_____ **2.** Munch rhymes with lunch.

_____ **3.** Halloween is the best holiday in October.

Critical Reading: Important Facts

Directions: Read each paragraph. Write the number of the sentence that does not belong on the blank beside the paragraph.

_____ **1.** (1)Less Happy glared at Big Smiles. (2)"Why are you smiling?" Less Happy yelled. (3)Smiles are signs of happiness. (4)Big Smiles thought for a long time before he answered. (5)"I'm smiling because this day is almost over," said Big Smiles with a twinkle in his eye.

_____ **2.** (1)A beam of light suddenly broke through the darkness. (2)The man did not move an inch as the light moved back and forth. (3)Each time the light barely missed showing his hiding place. (4)The young man waved his arm as the clown passed.

_____ **3.** (1)Nobody wanted to leave the circus. (2)The clouds looked like lions as they floated past. (3)There had been so many new sights and smells at the circus. (4)But, it was really time to go.

Critical Reading: Author's Purpose

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the author's purpose for writing the paragraph.

1. The English language has many non-English words. The word resume is really a French word. The word wiener, another word for hot dog, is German.

____ to persuade

____ to entertain

____ to inform

2. Mom likes to laugh. One time we told her a funny story and she laughed so hard she fell out of her chair. After that time, we were always careful to tell her funny stories only when she was sitting on the sofa.

____ to persuade

____ to entertain

____ to inform

3. Don't eat junk food. Lots of junk food makes you weak. You won't even have enough strength to lift a baseball bat after weeks of only a junk food diet. For more energy, eat good meals that have lots of vegetables.

____ to persuade

____ to entertain

____ to inform

Critical Reading: Propaganda, I/II

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the propaganda message used in the paragraph.

1. Smell Um Good smells as fresh as a soft breeze. The fresh smell clings to your skin like a gentle breeze on a spring day. Try Smell Um Good today.

____ Bandwagon

____ Transfer

____ Testimonials

2. Lino Paper is for you. Lino Paper doesn't rip apart when you tear a piece from your notebook. Lino Paper is the best. Buy Lino Paper next time you're at the store.

____ Bargain

____ Transfer

____ Repetition

3. Come one! Come all! There's a great new toy store in town. Everybody's coming to see the new toys. Where are you?

____ Bandwagon

____ Transfer

____ Bargain

Critical Reading: Generalizations

Directions: Read the sentence. On the blank beside the sentence write an **F** for FALSE or **T** for TRUE if the sentence is a true or false generalization.

_____ **1.** Years ago, nobody ever took baths.

_____ **2.** All flowers bloom in the spring.

_____ **3.** Puppies always chew shoes.

Tutorial Comprehension: Critical Reading Sample Test Level B - Test 1

Name: _____

Date: _____

Class: _____

Critical Reading:	Items Missed
Fact or Opinion	_____
Important Facts	_____
Author's Purpose	_____
Propaganda, I/II	_____
Generalization	_____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** Butterflies spend part of their lives in a cocoon.

_____ **2.** Tennis is the best sport.

_____ **3.** Piano music is the most beautiful kind of music.

Critical Reading: Important Facts

Directions: Read the paragraph. Write the number of the sentences that belong on the blank beside the paragraph.

_____ **1.** (1)Greg was on his hands and knees searching for his lost quarter. (2)The dust from the street covered his hands and was smeared across his face, but he didn't care. (3)He had to find his quarter. (4)It was his last bit of money. (5)A quarter is the same amount of money as 25 pennies. (6)Finally, he saw a glimmer. (7)"Yeah!" he cried as he put his quarter into his pocket.

_____ **2.** (1)A school of fish is a group of fish. (2)Just like a herd of cattle is a group of cattle. (3)Or a swarm of bees is a group of bees. (4)The people swarmed toward the door as the bell rang.

_____ **3.** (1)Lepkin heard a noise. (2)"Who's there?" he cried. (3)Night sounds often frighten people. (4)When no one answered, Lepkin walked slowly through the house. (5)He looked in all the corners and didn't find anything wrong. (6)Finally, Lepkin saw his pet turtle munching on a broken plant. (7)"Oh, Turtle," sighed Lepkin, "it was you again."

Critical Reading: Author's Purpose

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the author's purpose for writing the paragraph.

1. Scotland is a beautiful country. If you can't live there, you should certainly try to visit there at least once. The hillsides are beautiful with their emerald green colors. The people are wonderfully nice. They always seem to have happy smiles on their faces.

____ to persuade

____ to entertain

____ to inform

2. There was a tribe of people that once lived in Scotland. They were called Picts. Their land was called Pictland. Around 900 A.D. they disappeared and were never heard from again.

____ to persuade

____ to entertain

____ to inform

3. The old man crossed his eyes, twitched his nose, and blew. All the children held their breath as they watched. Nothing happened. The man tried again. Still, nothing happened. "Oh well," said the man as he gave back the balloon, "can't say I didn't try." The children nodded their heads in agreement.

____ to persuade

____ to entertain

____ to inform

Critical Reading: Propaganda, I/II

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the propaganda message used in the paragraph.

1. Prices have been cut as never before. Only once in your lifetime will you be able to get toys at this price. Hurry before the sale ends.

____ Transfer

____ Bandwagon

____ Bargain

2. "Try Leech-O--andages," says a famous singer. "They never pull when you take them off. I use them all the time."

____ Transfer

____ Testimonial

____ Bandwagon

3. Slides of Fun is the greatest summer spot in town. Bring all your friends to Slides of Fun and spend the day. Your parents will enjoy Slides of Fun too. Come to Slides of Fun today. Slides of Fun is great fun!

____ Bandwagon

____ Transfer

____ Repetition

Critical Reading: Generalizations

Directions: Read the sentence. On the blank beside the sentence, write an **F** for FALSE or **T** for TRUE if the sentence is a true or false generalization.

_____ **1.** Everybody likes water slides.

_____ **2.** Many people enjoy jogging.

_____ **3.** Nothing is more relaxing than a day at the lake.

Tutorial Comprehension: Critical Reading Sample Test Level C - Test 1

Name: _____

Date: _____

Class: _____

Critical Reading:	Items Missed
Fact or Opinion	_____
Important Facts	_____
Author's Purpose	_____
Propaganda, I/II	_____
Generalization	_____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** Playing soccer is more fun than playing football.

_____ **2.** A baby kangaroo is called a joey.

_____ **3.** Strawberry shortcake is the best dessert.

Critical Reading: Important Facts

Directions: Read the paragraph. On the blank beside the paragraph, write the number of the sentences that belong.

_____ **1.**(1)The prairie dog lives in a den underground. (2)He digs a hole straight down into the ground, then he digs a long tunnel. (3)He uses his mouth or his paws to lift the dirt out of the tunnel. (4)The prairie dog makes a noise that sounds like a barking dog. (5)After he finishes his tunnel, he piles dirt around the opening to keep out the rain.

_____ **2.** (1)Matt and Jimmy found some old pieces of wood. (2)They asked their dad for some nails. (3)Their dad was fixing the car. (4)After they nailed the boards together, they added wheels. (5)Then the boys painted their new go-cart blue. (6)It was the best-looking go-cart in the race.

_____ **3.** (1)Amy started down the street on her bicycle. (2)Suddenly she stopped and turned her bike around. (3)She rode back to her house. (4)Her mother was baking cookies. (5)Amy went into the house to get her money, which she needed for lunch at school that day.

Critical Reading: Author's Purpose

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the author's purpose for writing the paragraph.

1. The roadrunner is a brown bird about as large as a chicken. It lives in the desert. The roadrunner has long legs which help him move very fast. It would rather run than fly.

____ to persuade

____ to entertain

____ to inform

2. Karen liked playing with her pet mouse, Pepper. One day when she let him out of the cage to play, he ran out of her room into the hallway. "Oh boy," thought Karen, "I have to find Pepper before Mom discovers he's gone!"

____ to persuade

____ to entertain

____ to inform

3. Don't waste energy. Turn off lights when you are not using them. If you are not watching TV, turn it off. Don't stand with the refrigerator door open while you decide what you want. You should help save energy today so we have enough tomorrow.

____ to persuade

____ to entertain

____ to inform

Critical Reading: Propaganda, I/II

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the propaganda message used in the paragraph.

1. Buy Pat's Pizza. It's the best pizza in town. Pat's Pizza has twenty toppings. For a large selection of toppings on a great-tasting pizza, try Pat's Pizza.

____ Transfer

____ Repetition

____ Bandwagon

2. I'm Whiz Kid. I use Arnold the Computer for my homework. Arnold has helped me do my homework faster and with fewer mistakes. Take it from me, Whiz Kid. Arnold is the computer for you.

____ Bandwagon

____ Bargain

____ Testimonial

3. We're having a special sale on all our soccer balls. We have too many in our store. In order to get rid of them, we have lowered the price. Stop in today and get your soccer balls. The supply won't last long at this low price.

____ Bargain

____ Transfer

____ Repetition

Critical Reading: Generalizations

Directions: Read the sentence. On the blank beside the sentence write an **F** for FALSE or **T** for TRUE if the sentence is a true or false generalization.

_____ **1.** All boys like to play soccer.

_____ **2.** Few people like to eat pizza.

_____ **3.** Some cats like to chase mice.

Tutorial Comprehension: Critical Reading Sample Test Level C - Test 2

Name: _____

Date: _____

Class: _____

Critical Reading:	Items Missed
Fact or Opinion	_____
Important Facts	_____
Author's Purpose	_____
Propaganda, I/II	_____
Generalization	_____

Critical Reading: Fact or Opinion

Directions: Read each sentence. Put an **F** for FACT or an **O** for OPINION on the blank beside each sentence.

_____ **1.** A ruby is a precious stone.

_____ **2.** A policeman's job is the most important.

_____ **3.** Beavers use their front teeth to cut down trees.

Critical Reading: Important Facts

Directions: Read the paragraph. On the blank beside the paragraph, write the number of the sentences that belong.

_____ **1.**(1)It was time for Philip to feed his dog, Pal. (2)Philip's cat, Sam, was sleeping on the sidewalk. (3)When he took the dish of food outside he could not find Pal anywhere. (4)As Philip walked down the street looking for Pal, he heard him bark. (5)He ran toward the noise and found Pal playing with a friend.

_____ **2.** (1)Red Feather jumped on his pony, (2)He rode quickly toward home. (3)He couldn't wait to show his mother all the fish he had caught for breakfast. (4)He knew she would be proud of him. (5)The sun felt very hot that day.

_____ **3.** (1)Kim jumped out of bed. (2)Her sister was still asleep. (3)After Kim was dressed, she hurried downstairs to breakfast. (4)She ate her cereal and quickly did her chores. (5)Today Kim was going with her friend to visit the zoo, and she wanted to be ready.

Critical Reading: Author's Purpose

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the author's purpose for writing the paragraph.

1. Jack, the little white rabbit, was playing with his friend, White Ears. Suddenly, they saw a bobcat watching them from behind a bush. The bobcat looked hungry. "I'm afraid," whispered White Ears. "What are we going to do, Jack?"

____ to persuade

____ to entertain

____ to inform

2. We need to take care of our trees. Trees provide shade in the summertime. When the trees lose their leaves in the fall, it's fun to rake them together and jump in them. Trees are great for climbing. If you take good care of your trees now, you will be able to enjoy them for many years.

____ to persuade

____ to entertain

____ to inform

3. Most pioneers had heard of John Chapman. He walked around the frontier giving away apple seeds. He showed the pioneers how to plant the seeds and care for the trees as they grew. Soon people began to call him Johnny Appleseed.

____ to persuade

____ to entertain

____ to inform

Critical Reading: Propaganda, I/II

Directions: Read the paragraph. Put an **X** on the blank beside the word that tells the propaganda message used in the paragraph.

1. "Doggy-Clean is the best soap for washing your dog," says Al, the famous dog trainer. "Doggy-Clean helps get rid of fleas and makes your dog's coat shiny and clean. I use Doggy-Clean on all of my dogs. Get some today for your dog."

____ Testimonial

____ Bandwagon

____ Repetition

2. Come to Ron's Roller Rink. Bring your friends for an exciting evening of roller skating. Skating is lots of fun. Even your mom and dad will enjoy it. Ron's is a great place to skate. Stop by and join us.

____ Bandwagon

____ Repetition

____ Transfer

3. For an afternoon of fun, come to Video Stand. Choose from over forty video games to play. Kids come from all over town to play our games. Don't be left out. Stop in and join your friends for a great afternoon.

____ Transfer

____ Testimonial

____ Bandwagon

Critical Reading: Generalizations

Directions: Read the sentence. On the blank beside the sentence write an **F** for FALSE or **T** for TRUE if the sentence is a true or false generalization.

_____ **1.** Some people don't like peanut butter.

_____ **2.** Mowing lawns is the easiest way to earn money.

_____ **3.** Brushing your teeth helps to prevent cavities.

SAMPLE TEST—SCORING KEY

LEVEL A

Test 1

Critical Reading: Fact or Opinion

1. O
2. O
3. F

Critical Reading: Important Facts

1. table
2. Mike
3. Gary

Test 2

Critical Reading: Fact or Opinion

1. O
2. O
3. F

Critical Reading: Important Facts

1. 4
2. make
3. man

LEVEL B

Test 1

Critical Reading: Fact or Opinion

1. O
2. F
3. O

Critical Reading: Important Facts

1. 3
2. 4
3. 2

Critical Reading: Author's Purpose

1. to inform
2. to entertain
3. to persuade

Critical Reading: Propaganda, I/II

1. Transfer
2. Repetition
3. Bandwagon

Test 2

Critical Reading: Fact or Opinion

1. F
2. O
3. O

Critical Reading: Important Facts

1. 1,2,3,4,6,7
2. 1,2,3
3. 1,2,4,5,6

Critical Reading: Author's Purpose

1. to persuade
2. to inform
3. to entertain

Critical Reading: Propaganda, I/II

1. Bargain
2. Testimonial
3. Repetition

Critical Reading: Generalizations

1. F
2. F
3. F

Critical Reading: Generalizations

1. F
2. T
3. F

LEVEL C

Test 1

Critical Reading: Fact or Opinion

1. O
2. F
3. O

Critical Reading: Important Facts

1. 1,2,3,5
2. 1,2,4,5,6
3. 1,2,3,5

Critical Reading: Author's Purpose

1. to inform
2. to persuade
3. to inform

Critical Reading: Propaganda, I/II

1. Repetition
2. Testimonial
3. Bargain

Critical Reading: Generalizations

1. F
2. F
3. T

Test 2

Critical Reading: Fact or Opinion

1. F
2. O
3. F

Critical Reading: Important Facts

1. 1,3,4,5
2. 1,2,3,4
3. 1,3,4,5

Critical Reading: Author's Purpose

1. to entertain
2. to persuade
3. to inform

Critical Reading: Propaganda, I/II

1. Testimonial
2. Repetition
3. Bargain

Critical Reading: Generalizations

1. T
2. F
3. T

CLASS GROUPING

Name: _____ **Level:** _____

Class: _____ **Topic:** _____

Student Name	Lesson Type	Lesson Number	Date Assigned	Date Completed	Comments
Example Leslie G.	P	201	9/23/?	9/26/?	Ready for next practice lesson

STUDENT RECORD

Name: _____ **Class:** _____

Level	Lesson Type	Topic	Lesson Number	Date Assigned	Date Completed	Score	Next Assignment
Example A	P	Critical Reading Fact or Opinion Main Idea: Lists	201	9/23/?	9/26/?	90%	Next practice lesson.

0-676-23381-3

STUDENT RECORD

Name: _____ Class: _____

Level	Lesson Type	Topic	Lesson Number	Date Assigned	Date Completed	Score	Next Assignment
Example A	P	Critical Reading Fact or Opinion	201	9/23/?	9/26/?	90%	Next practice lesson.

STUDENT RECORD

Name: _____ Class: _____

Level	Lesson Type	Topic	Lesson Number	Date Assigned	Date Completed	Score	Next Assignment
Example A	P	Critical Reading Main Idea	20	9/1	9/4	90%	Next practice lesson